

# NEW CONNECTION

*CEFR B1-B2*

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photographs

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## New Connection Book 3

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# CONTENT CHART



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Unit	Listening & Speaking	Language Focus	Grammar	Reading	Writing	Page
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# LEARNING OVERVIEW

## 1 Get It Started

Introduces discussion questions to break the ice

## 2

## Vocabulary

Teaches topic-related vocabulary words

## UNIT 1

## Small Talk



### Get It Started:

Are you nervous when you meet someone new? How do you initiate a conversation? Sometimes knowing what NOT to say is as important as saying the right thing. Are you prepared for meeting people from different cultures?

## 3

## Listening & Speaking

Presents a real-life dialog

### VOCABULARY

**Task 1**  
Match the following words with their correct definitions. 1-02

1. endeavor	a. reliable
2. dependable	b. depressed
3. ring a bell	c. the fact of two things happening at the same time by chance
4. down in the dumps	d. to refuse an invitation but say that you might accept it later
5. coincidence	e. someone you know, but who is not a close friend
6. acquaintance	f. to sound familiar
7. take a rain check	g. on attempt

**Task 2**  
Fill in the blanks with the word choices given.  
get along / awesome / compatible / occupied / colleague

- The boss and her new assistant are so \_\_\_\_\_. They work together with ease.
- My \_\_\_\_\_ Rhonda is really reliable. She is a great person to work with.
- Rachel is impossible to \_\_\_\_\_ with. She acts like she's better than everyone!
- Mr. Smith is \_\_\_\_\_ at the moment. Can I take a message?
- Their last concert was really \_\_\_\_\_. We enjoyed every minute of it.

### FAST FRIENDS

**B. Partial Dictation**  
Listen again and fill in the blanks. 1-03

Vivian and Emma are spending a semester abroad. They meet on campus.

**Vivian:** Hey, am I your Emma Skittery?

**Emma:** Yes. And you are...?

**Vivian:** Come on! It's not like I'm a complete stranger. I'm Vivian Davis. We have a mutual friend, Rita Skinner.

**Emma:** I'm buddy-buddy with Rita, but could you jog my memory of how we met?

**Vivian:** At her last birthday bash. She's obsessed with Spanish culture, so that was the party's theme. It was a blast!

**Emma:** Oh, that 2. \_\_\_\_\_ a bell. Yes, I do remember you. What a coincidence. It's nice to see you again.

**Vivian:** Likewise. Have you heard from Rita since you rolled in?

**Emma:** Yeah. She said she's going to be studying abroad for a year as well. She wished me the best and I \_\_\_\_\_ to keep in touch.

**Vivian:** She's such a 4. \_\_\_\_\_ friend, isn't she?

**Emma:** For sure. It's awesome that I can trust her with my innermost 5. \_\_\_\_\_. So, have you gotten accustomed to living in Ireland yet?

**Vivian:** Frankly, homesickness has me down in the 6. \_\_\_\_\_.

**Emma:** Tell me about it. I think I'll truly be missing everyone soon. It helps to remember that this semester will be a worthwhile 7. \_\_\_\_\_.

**Vivian:** Thanks for the encouragement. Bumping into you has done me a world of good.

**Emma:** Happy to help. I'll be 8. \_\_\_\_\_ the barbecue social tonight. Do you want to come?

**Vivian:** Sorry. I'll take a rain check. Barbecue socials are not really my cup of tea.

**Emma:** No problem. See you tomorrow.

**Practice the conversation with your partner.**

## 4

## Language Focus

Expands on useful expressions from Listening & Speaking

### LANGUAGE FOCUS

**Trying to Remember**  
Discussing Likes and Dislikes

Remembering	Asking to Be Reminded	Having Forgotten
<ul style="list-style-type: none"><li>That rings a bell.</li><li>That brings back memories.</li><li>It's all coming back to me now.</li></ul>	<ul style="list-style-type: none"><li>Refresh my memory (about/of ...).</li><li>Remind me of ...</li></ul>	<ul style="list-style-type: none"><li>Nothing comes to mind.</li><li>I'm drawing a blank.</li><li>It must have slipped my mind.</li></ul>

**Task 1**  
Rewrite the parts in bold with the expressions above. Practice speaking the sentences with a partner.

→ Getting out my old scrapbook **makes me remember all the fun times I had.**

→ Emily studied a lot for her midterms, but she **suddenly forgot all the answers.**

→ Emily studied a lot for her midterms, but she \_\_\_\_\_.

→ Your name **sounds familiar**, but can you **say** where I know you from?

→ Your name \_\_\_\_\_, but can you \_\_\_\_\_ where I know you from?

### Discussing Likes and Dislikes

Interested	Uninterested
<ul style="list-style-type: none"><li>be obsessed with (something)</li><li>be passionate about (something)</li><li>be addicted to (something)</li></ul>	<ul style="list-style-type: none"><li>(something) be not (one's) cup of tea</li><li>be bored stiff by (something)</li><li>(something) doesn't do anything for (someone)</li></ul>

**Task 2**  
A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_  
E. \_\_\_\_\_  
F. \_\_\_\_\_  
G. \_\_\_\_\_  
H. \_\_\_\_\_  
I. \_\_\_\_\_  
J. \_\_\_\_\_  
K. \_\_\_\_\_  
L. \_\_\_\_\_  
M. \_\_\_\_\_  
N. \_\_\_\_\_  
O. \_\_\_\_\_  
P. \_\_\_\_\_  
Q. \_\_\_\_\_  
R. \_\_\_\_\_  
S. \_\_\_\_\_  
T. \_\_\_\_\_  
U. \_\_\_\_\_  
V. \_\_\_\_\_  
W. \_\_\_\_\_  
X. \_\_\_\_\_  
Y. \_\_\_\_\_  
Z. \_\_\_\_\_

### GRAMMAR

#### Future Continuous

The future continuous tense is often used to talk about actions that will be in progress at a later time.

Form	
will + (not) + be + present participle	<b>I'll be attending</b> the barbecue social tonight.
am/is/are + (not) + going to be + present participle	<b>They're going to be sunbathing</b> at the beach while I'm at work tomorrow.

Usage	
To describe actions that will be in progress at a time later than now	<b>The board members will be questioning</b> Mr. Roger throughout the meeting.
To talk about things that one expects to occur in the near future	<b>I'll be leaving</b> the office in 30 minutes. I have a prior engagement, so I can't stay any longer than that.
To request information about plans	<b>Will you be joining</b> the rest of the staff at the company outing?
To predict actions or feelings	<b>Mon. has so many errands to run</b> today that I'm sure she <b>will be feeling</b> exhausted later.

Simple Future vs. Future Continuous	
<b>Simple Future</b> 1. Indicates an action that will happen at some time later <b>I will notify</b> the applicants that their forms have been received soon. (I will begin to do this shortly.) 2. Makes requests or invitations <b>Will you join</b> us for the birthday bash? (I want you to join us.)	<b>Future Continuous</b> Describes an action that will be in progress at some point in the future <b>I'll be notifying</b> the applicants that their forms have been received next week. (I will be in the process of doing this next week.) Asks for information <b>Will you be joining</b> the birthday bash? (I want to know.)

**Task**  
Fill in the correct forms of the verbs. There may be more than one correct answer.

1. A: \_\_\_\_\_ the band \_\_\_\_\_ (play) \_\_\_\_\_ (end) their performance.  
B: Yes, but they \_\_\_\_\_ (need) to get there early.  
A: We \_\_\_\_\_ (need) to get there early.

2. A: Next week, Dad \_\_\_\_\_ (stand) next to the prize.  
B: Yeah. He \_\_\_\_\_ (stand) next to the prize.

3. A: Mr. Johnson \_\_\_\_\_ (not take) calls until \_\_\_\_\_ (try) contacting him again.  
B: OK. I \_\_\_\_\_ (try) contacting him again.

4. A: \_\_\_\_\_ Claim still \_\_\_\_\_ (open).  
B: I don't think so. I expect that she \_\_\_\_\_ (close) it.

## 5

## Grammar

Presents a thorough explanation of the main grammar point of the unit

## 7

# INTRODUCTION



Welcome to *New Connection Book 3*. This is the third book in a series created to propel learners towards greater fluency in English. Outstanding English skills are the key to opening doors in today's international world, and no matter how ambitious a student's learning goals may be, the New Connection series will provide the necessary strategies for successful communication.

Each unit of *New Connection Book 3* follows a set structure designed to push students to put what they have learned into practice as well as to challenge them to expand their skills. The unit begins with a Vocabulary section, which utilizes both audio and visual methods to introduce words related to the topic. This is followed by a Listening & Speaking section in which students will have the chance to watch videos of real-life situations. Language Focus and Grammar sections further expand on expressions and grammar concepts presented in the Listening & Speaking section. Both components contain review exercises that help students become accustomed to authentic English.

Students will then move on to Reading, which features a topic-related article accompanied by discussion questions and comprehension tasks. The final section is Writing, which teaches and tests composition techniques. The section comes to a close with a writing assignment based on the theme of the unit.

As students progress through each level, they must utilize the language points they've learned. Students thus become equipped to take on new challenges that will help them achieve English proficiency. Through its well-tested teaching strategies, the *New Connection* series aids students in fulfilling their educational potential.



# UNIT 1

## Small Talk

### **Get It Started:**

*Are you nervous when you meet someone new? How do you initiate a conversation? Sometimes knowing what NOT to say is as important as saying the right thing. Are you prepared for meeting people from different cultures?*

# VOCABULARY

## Task 1

Match the following words with their correct definitions.



1-02

- |                      |       |                                                                   |
|----------------------|-------|-------------------------------------------------------------------|
| 1. endeavor          | _____ | a. reliable                                                       |
| 2. dependable        | _____ | b. depressed                                                      |
| 3. ring a bell       | _____ | c. the fact of two things happening at the same time by chance    |
| 4. down in the dumps | _____ | d. to refuse an invitation but say that you might accept it later |
| 5. coincidence       | _____ | e. someone you know, but who is not a close friend                |
| 6. acquaintance      | _____ | f. to sound familiar                                              |
| 7. take a rain check | _____ | g. an attempt                                                     |

## Task 2

Fill in the blanks with the word choices given.

get along / awesome / compatible / occupied / colleague

- The boss and her new assistant are so \_\_\_\_\_. They work together with ease.
- My \_\_\_\_\_ Rhonda is really reliable. She is a great person to work with.
- Rachel is impossible to \_\_\_\_\_ with. She acts like she's better than everyone!
- Mr. Smith is \_\_\_\_\_ at the moment. Can I take a message?
- Their last concert was really \_\_\_\_\_. We enjoyed every minute of it.



# LISTENING & SPEAKING

## A. Comprehension Check

Listen to the conversation and circle the answers.



1-03

- |                                                        |                                                                         |
|--------------------------------------------------------|-------------------------------------------------------------------------|
| 1. What does Emma think of Vivian when they meet?      | 2. How does Vivian remind Emma of their previous introduction?          |
| a. Vivian is an old friend of hers.                    | a. She asks Emma about the time she has spent with Rita in Spain.       |
| b. Vivian is on good terms with Rita.                  | b. She claims that they were both present at the same social gathering. |
| c. Vivian isn't an acquaintance of hers.               | c. She tells Emma that she bears a close resemblance to Rita.           |
| 3. What is Emma and Vivian's shared opinion of Rita?   | 4. Why does Vivian feel grateful to Emma?                               |
| a. She is always down in the dumps.                    | a. Her language skills are notably improving.                           |
| b. She is always loyal and devoted to her friends.     | b. She is greatly calmed by what Emma says to her.                      |
| c. She ought to be less obsessed with exotic cultures. | c. She has finally found a reliable study partner.                      |

## B. Partial Dictation

Listen again and fill in the blanks.  1-03

# FAST FRIENDS

*Vivian and Emma are spending a semester abroad. They meet on campus.*

**Vivian:** Hey, aren't you Emma Slattery?

**Emma:** Yes. And you are . . . ?

**Vivian:** Come on! It's not like I'm a complete stranger. I'm Vivian Davis. We have a mutual **1.** \_\_\_\_\_—Rita Skinner.

**Emma:** I'm buddy-buddy with Rita, but could you jog my memory of how we met?

**Vivian:** At her last birthday bash. She's obsessed with Spanish culture, so that was the party's theme. It was a blast!

**Emma:** Oh, that **2.** \_\_\_\_\_ a bell. Yes, I do remember you. What a coincidence. It's nice to see you again.

**Vivian:** Likewise. Have you heard from Rita since you rolled in?

**Emma:** Yeah. She said she's going to be studying abroad for a year as well. She wished me the best and **3.** \_\_\_\_\_ to keep in touch.

**Vivian:** She's such a **4.** \_\_\_\_\_ friend, isn't she?

**Emma:** For sure. It's awesome that I can trust her with my innermost **5.** \_\_\_\_\_. So, have you gotten accustomed to living in Ireland yet?

**Vivian:** Frankly, homesickness has me down in the **6.** \_\_\_\_\_.

**Emma:** Tell me about it. I think I'll truly be missing everyone soon. It helps to remember that this semester will be a worthwhile **7.** \_\_\_\_\_.

**Vivian:** Thanks for the encouragement. Bumping into you has done me a world of good.

**Emma:** Happy to help. I'll be **8.** \_\_\_\_\_ the barbecue social tonight. Do you want to come?

**Vivian:** Sorry. I'll take a rain check. Barbecue socials are not really my cup of tea.

**Emma:** No problem. See you tomorrow.



**buddy-buddy:**  
very friendly

**bash:** a large party

**blast:** an enjoyable  
experience

**roll in:** to arrive

**awesome:** very good

**innermost:** deepest

**bump into:** to meet  
someone by chance

**not someone's cup of  
tea:** not what someone  
likes

*Practice the conversation with your partner.*



### Trying to Remember

Remembering	Asking to Be Reminded	Having Forgotten
<ul style="list-style-type: none"> <li>• That rings a bell.</li> <li>• That brings back memories.</li> <li>• It's all coming back to me now.</li> </ul>	<ul style="list-style-type: none"> <li>• Refresh/jog my memory (about/of . . .).</li> <li>• Remind me of . . .</li> </ul>	<ul style="list-style-type: none"> <li>• Nothing comes to mind.</li> <li>• I'm drawing a blank.</li> <li>• It must have slipped my mind.</li> </ul>

### Task 1

Rewrite the parts in **bold** with the expressions above. Practice speaking the sentences with a partner.

- Getting out my old scrapbook **makes me remember all the fun times I had**.  
→ Getting out my old scrapbook \_\_\_\_\_.
- Emily studied a lot for her midterms, but she **suddenly forgot all the answers**.  
→ Emily studied a lot for her midterms, but she \_\_\_\_\_.
- Your name **sounds familiar**, but can you **say** where I know you from?  
→ Your name \_\_\_\_\_, but can you \_\_\_\_\_ where I know you from?

### Discussing Likes and Dislikes

Interested	Uninterested
<ul style="list-style-type: none"> <li>• be obsessed with (<i>something</i>)</li> <li>• be passionate about (<i>something</i>)</li> <li>• be addicted to (<i>something</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• (<i>something</i>) be not (<i>one's</i>) cup of tea</li> <li>• be bored stiff by (<i>something</i>)</li> <li>• (<i>something</i>) doesn't do anything for (<i>someone</i>)</li> </ul>

### Task 2

Pair up with a classmate and create dialogs using the expressions above and the words provided.

snorkeling	karaoke	secondhand clothes	organic food
boxing	pop music	classical music	cosplay

### Example

- A: I'm **passionate about** outdoor activities.  
Maybe I'll take up snorkeling.
- B: Really? I'm **bored stiff by** water sports.  
They're **not my cup of tea**.



The future continuous tense is often used to talk about actions that will be in progress at a later time.

### Form

will + (not) + be + present participle	• I'll <b>be attending</b> the barbecue social tonight.
am/is/are + (not) + going to be + present participle	• They're <b>going to be sunbathing</b> at the beach while I'm at work tomorrow.

### Usage

To describe actions that will be in progress at a time later than now	• The board members <b>will be questioning</b> Mr. Roger throughout the meeting.
To talk about things that one expects to occur in the near future	• I'll <b>be leaving</b> the office in 30 minutes. I have a prior engagement, so I can't stay any longer than that.
To request information about plans	• <b>Will you be joining</b> the rest of the staff at the company outing?
To predict actions or feelings	• Mom has so many errands to run today that I'm sure she <b>will be feeling</b> exhausted later.

### Simple Future vs. Future Continuous

	Simple Future	Future Continuous
1.	Indicates an action that will happen sometime later  I <b>will notify</b> the applicants that their forms have been received soon. (I will begin to do this shortly.)	Describes an action that will be in progress at some point in the future  I'll <b>be notifying</b> the applicants that their forms have been received next week. (I will be in the process of doing this next week.)
2.	Makes requests or invitations  <b>Will you join</b> us for the birthday bash? (I want you to join us.)	Asks for information about intentions  <b>Will you be joining</b> us for the birthday bash? (I want to know if you plan to join us.)

### Task

Fill in the correct forms of the verbs. There may be more than one possible answer.

- A: \_\_\_\_\_ the band \_\_\_\_\_ (**play**) when the fireworks display starts?

B: Yes, but they \_\_\_\_\_ (**end**) their performance shortly afterwards.

A: We \_\_\_\_\_ (**need**) to get there early.
- A: Next week, Dad \_\_\_\_\_ (**mingle**) with government officials at the White House.

B: Yeah. He \_\_\_\_\_ (**stand**) next to the president when the camera crews show up.
- A: Mr. Johnson \_\_\_\_\_ (**not take**) calls until the afternoon.

B: OK. I \_\_\_\_\_ (**try**) contacting him again at around 3:00 p.m.
- A: \_\_\_\_\_ Claire still \_\_\_\_\_ (**prepare**) the paperwork when the clients arrive?

B: I don't think so; I expect that she \_\_\_\_\_ (**finish**) up ahead of time.



# READING

## BEFORE YOU READ



1-04

Preview the article below and make predictions.

1. What does **faux pas** in the title mean?
  - a. Embarrassing mistakes
  - b. Common ideas
  - c. Warm greetings
  - d. Awkward topics
2. What do you think the article is mainly about?
  - a. Traveling to the most cultural places
  - b. How to quickly make friends with local people
  - c. How to approach people from other cultures
  - d. The best way to shake hands

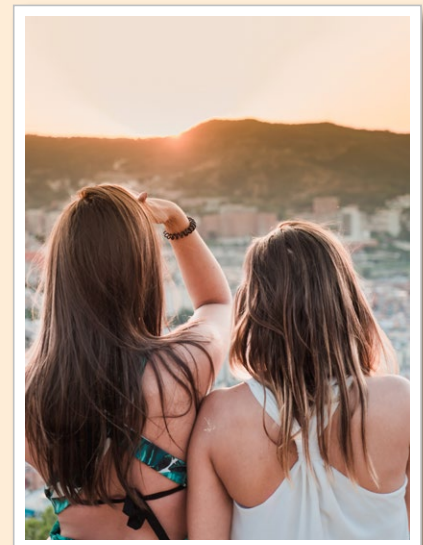


# Avoid Cross-Cultural Conversation **Faux Pas!**

1 **T**raveling in a foreign country can be a total disaster, especially if you are unfamiliar with the social norms. Everything from where you stand to how you move your hands can be insulting. To avoid embarrassing situations, it's helpful to learn some basic etiquette before you head off to your next travel destination.

## 5 **Too Close?**

When initiating a conversation, note how close you are standing to the person opposite you. Personal space is an essential concept in many cultures, and how much or little you give often affects the first impression you make. For example, in most Western nations, 10 locals do not like standing close to one another. In these countries, it is customary for people to back away when they feel their space has been violated. On the other hand, South Americans stand in close proximity to one another. When you are meeting one of them, keep in mind that it's disrespectful to step backwards during 15 a conversation. A good rule of thumb is to stand at least an arm's length away from your speaking partner.

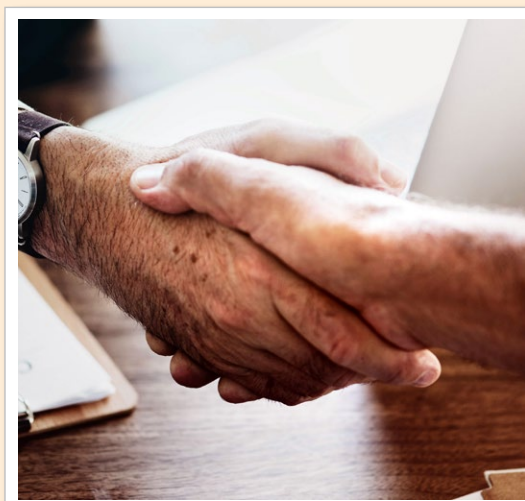






## Shake or Not?

Another thing to consider when greeting someone is whether or not to shake hands. While it is appropriate to do so in some places, in others it will be damaging to your reputation. Take Thailand, for instance. Thai people generally find it unacceptable to make any public physical contact with members of the opposite sex. Conversely, in France, men will often kiss the cheeks of female acquaintances. If you don't know whether or not you should shake hands, it is advisable to wait for the other person to make the first move.



## Which Hand Is Right?

The next question is what you will be doing with your hands during other types of interactions. In Hindu and Islamic cultures, the left hand is regarded as unclean; therefore, you should never shake hands or pass things to people with your left hand. In Asia, it is important to use both hands when giving and accepting items; otherwise, you'll appear careless and impolite.

Seemingly simple encounters can actually be quite complicated. Be aware of what is considered courteous in other cultures. Doing a little research in advance can ensure that your cross-cultural experiences are rewarding instead of embarrassing.

## AFTER YOU READ

### A. Vocabulary

Fill in the blanks with the word choices given. Change the word form if necessary.

disrespectful / proximity / norm / seemingly / advisable

1. When visiting Seattle, it's \_\_\_\_\_ to always carry an umbrella, as it often rains there.
2. It's \_\_\_\_\_ to talk on a cell phone while watching a movie in a movie theater.
3. The author's writing style is a sharp contrast to the literary \_\_\_\_\_.
4. The newcomer was \_\_\_\_\_ qualified during the interview, but she is actually quite disorganized.
5. Zack wanted to avoid living in the \_\_\_\_\_ of a newly announced construction site.

### B. Comprehension Check

Circle the answers.

1. What should you keep in mind when meeting people from another culture?
  - a. You must always show affection to people of the opposite sex.
  - b. You should be cautious so that you don't accidentally offend someone.
  - c. People treat acquaintances with respect.
  - d. Visitors will always be familiar with what to do.
2. What is true about physical distance?
  - a. Most people don't mind someone invading their personal space.
  - b. Everyone stands the same distance apart.
  - c. The amount needed varies with one's social status.
  - d. The requirement depends on where the speaker is from.
3. What would be considered rude in Brazil?
  - a. Standing close to new acquaintances
  - b. Accepting an item with only one hand
  - c. Keeping your distance from someone while conversing
  - d. Shaking hands with someone senior to you
4. If you are uncertain about shaking hands with someone, what should you do?
  - a. Always shake hands when you are introduced.
  - b. Observe what the other person does first.
  - c. Embrace the person to break the ice.
  - d. Refrain from shaking anyone's hand.



### C. Discussion

Share your experience with the class.

No matter how well you prepare for a trip abroad, you are bound to run into some trouble when communicating with people from a different culture. Have you ever committed a social faux pas in an unfamiliar country? If so, what did you do to correct your mistake?



## The Argumentative Essay

In this type of essay, the writer makes a claim about a specific topic and supports it accordingly with evidence and logic.

### Step-by-Step Instructions

- 1** Establish your opinion on the subject and write a thesis statement. The thesis statement is the sentence that explains the main idea of your essay.
- 2** Present your case. Provide the pros of your argument and address any cons or opposing views.
- 3** Write your conclusion. The concluding paragraph should sum up the main points of your essay and reinforce your thesis.

### Task 1

Circle the best thesis statement from the sets listed below.

1. a. Conducting scientific tests on animals is brutal and should be made illegal.  
b. Testing products on animals is really bad and should be punished severely.
2. a. College tuition is too expensive for many students to pay.  
b. The government should reduce tuition at national universities.

### Task 2

Read the introduction below and choose the most appropriate thesis statement.

Since the 1960s, beauty contests have been popular among girls and young women, both to compete in and to watch. Yet these competitions can have negative results on the well-being of girls. Contestants are pressured to be slender, so many girls suffer from eating disorders or get plastic surgery at a young age.

- a. Beauty contests may be fun to watch, but they require all participants to get plastic surgery.
- b. Girls are always valued for their personalities rather than their looks, and beauty contests don't focus on that.
- c. Because of the stress girls face from these competitions, beauty contests should be banned.



## BEFORE YOU WRITE

What's your viewpoint on Internet relationships? Organize the following points into the chart below.

- |                                                                           |                                                        |
|---------------------------------------------------------------------------|--------------------------------------------------------|
| a. Easily disguise identity                                               | b. Make friendships and meet dates                     |
| c. Comfortably introduce oneself to total strangers                       | d. Share photos and favorite websites                  |
| e. Not have the opportunity to meet an Internet acquaintance face-to-face | f. Make children an easy target for Internet criminals |

Add your own ideas



Pros	Cons

## WRITE IT UP

Write an argumentative essay arguing FOR Internet relationships. Follow the prompts on the left.

### The Internet: Connecting Our Lives

**Introduction:**  
Write a thesis statement.

With modern technology, online relationships are becoming more and more common. Facebook, Twitter, chat rooms, and blog sites are all useful tools for establishing relations over the Internet.

**Pros:**  
List two or three supporting reasons.

Like it or not, society will only be relying more on Internet resources as technology progresses.

**Cons:**  
Address the opposing view.

Those against Internet relationships typically oppose them because of safety concerns.

**Conclusion:**  
Summarize your position.

Once you think about it, the web really isn't a scary place to meet new people.